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ABSTRACT

This booklet presents summary information on 44 programs in Massachusetts, New York, and Pennsylvania nominated as demonstrating unique or exemplary practices in special education. Citations include program name, brief description, information on the target population, process for evaluation or analysis and renewal, adoption requirements, funding requirements, materials available, and the name and address of a contact person for further information about the program or practice. Citations are organized into the following topics (sample project areas in parentheses): technology (using microcomputers for student records and individualized education programs); secondary and/or vocational education (regional vocational assessment centers, alternative education programs); socially and emotionally disabled (collaborative projects and a psychotherapeutic program); low incidence (bilingual retarded students, severely handicapped students, and autistic students); and program evaluation (internal program audit and management tools for program evaluation). (CL)

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FORWARD

In 1982-83 the Office of Special Education and Rehabilitative Services (OSERS) funded the Council of Administrators of Special Education, Inc., (CASE) to conduct a project of identifying unique or exemplary practices in special education and linking potential adopters with those practices.

The states of Massachusetts, New York, and Pennsylvania were selected for the project. A peer nomination process was established in each of these states resulting in the nomination of 44 programs thought to represent unique and exemplary practices in the northeastern portion of the United States. Through a questionnaire sent to the CASE membership in the target states, eight programs of greatest interest were identified and presented at a regional conference in Boston, Massachusetts, May 6-7, 1983.

This publication presents a brief description of the nominated programs. The descriptions provide minimal information and potential adopters are encouraged to call or write the contact person for further information about the program or practice. While it is believed the programs presented will be useful, the inclusion of a program is not to be considered an endorsement by CASE or OSERS.

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This publication culminates a year-long effort on the part of CASE, Inc., to identify unique practices and exemplary programs in special education in the northeastern portion of the United States and to disseminate information about those practices and programs.

We wish to thank those people who have assisted in this effort.

We are indebted to the state directors of special education, the CASE federation presidents, and the boundary spanning team members from target states for their assistance in the program nomination and selection process.

We are grateful to the program directors who responded to the need for information about their programs and who share that information with their colleagues.

Our thanks are extended to the CASE membership for responding to questionnaires and assisting in the selection of the projects.

A special thanks to John Brown-Verre of the McKinley School, Boston, Massachusetts, for his support and assistance to the regional conference and to the CASE Research and Special Projects Committee members for their counsel and advice throughout the project.

Project Staff

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Technology

PROGRAM	**Using Micro-Computers to Maintain Required Special Education Student Records.**
TARGET POPULATION	Special education administrators, directors of pupil personnel services, and anyone who is required to maintain the records of special education students.
PROGRAM DESCRIPTION	The primary goal of this program is to teach those in charge of maintaining special education student records how to do so using a micro computer. The program utilizes a commercially available data base management system of the more popular computer systems including Atari 800 and Apple II+.
ADOPTION REQUIREMENTS	The software requires a computer with a minimum of 40K of available RAM, at least one disk drive and for best results, an 80 column dot matrix printer.
FUNDING REQUIREMENTS	Assuming that the system has available to it the necessary micro-computer hardware, the cost of implementing the program is minimal. The software package is available at a cost ranging from $99.50 for the Atari version to $150.00 for the Apple II+ version. The cost of the training necessary to learn to effectively operate the program is approximately $500. No additional staff or staff time is necessary once the original data has been entered since the time required to actually maintain the records remains approximately the same. The time saved in generating reports along with the indisputable accuracy of the reports which are generated more than justifies the expense even if it is necessary to purchase the hardware as well. Hardware costs vary greatly and are currently in a decline. Necessary hardware to implement this program would range from $2200 to $4500 depending upon the make and model selected.
CONTACT PERSON	Mr. Robert A. Johnson, Director of Special Education, Hampshire Regional/Union #66 School District, Westhampton, Massachusetts 0102. (413) 527-7200.

PROGRAM	**Special Needs Administration and IEP production assistance via computer/word processor.**
TARGET POPULATION	Special Needs Administrators and Special Educators.
PROGRAM DESCRIPTION	Reduced time spent on paperwork is the net result of this two-part program. Administration benefits from rapidly-completed state and federal reports. Student counts by varied categories are accurately prepared in minutes. Referral procedures for team evaluations are word-processed quickly. Specialists spend much less time completing Individual Educational Plans and process reports. A data bank of thousands of objectives is used to assist specialists in completing a special computer rough draft form. The result is a completed, accurate IEP with copies (original quality) and progress reports (partially completed). This is a high quality program using business quality equipment.
PROCESS FOR EVALUATION OR ANALYSIS AND RENEWAL	An ongoing monthly meeting of users of this service provides data for evaluation which immediately changes the next month's procedures.
ADOPTION REQUIREMENTS	Administrative commitment to purchasing business-quality information processing equipment or contracting with one of several companies (i.e., Eastern Research) for service.
FUNDING REQUIREMENTS	Cost of equipment and training or service contract (Savings in time and materials may offset some of these expenses).
MATERIALS AVAILABLE	A brochure will be made available.
CONTACT PERSON	Steven F. Dupuis, Special Needs Administrator, P.O. Box 500, South Ashburnham, Massachusetts 01466, (617) 827-5362.

PROGRAM	**Using the Computer to Write IEP'S.**
TARGET POPULATION	All students with special needs.
PROGRAM DESCRIPTION	General and specific educational goals have been written for all major subjects for all grade levels, including goals for counseling for social and emotional development. Immediately after the conference with the parent where the educational goals are agreed on, a form is completed and sent to the data processing center. The data processing center prints the general and specific goals for the student, along with copies of forms which can be used during the year to report student progress. Currently, we have in our data bank the following goals: General Learning Language Arts Motor Skills Reading Comprehension Speech, Language & Hearing Math Written Language Skills Study Skills
PROCESS FOR EVALUATION OR ANALYSIS AND RENEWAL	We do an annual program evaluation; the staff reports that this use of computers has reduced time and the paperwork.
ADOPTION REQUIREMENTS	Access to a word processing system or other system of computer and printer.
FUNDING REQUIREMENTS	The price of a word processing system.
MATERIALS AVAILABLE	Sample forms and book of IEP goals will be sent on receipt of $5.00 (price includes postage). Send request and check payable to: Newton Public Schools, Special Education Account, 100 Walnut Street, Newtonville, Massachusetts 02160, ATTN: Rose Casieri.
CONTACT PERSON	Dr. Vincent Silluzio, Director, Research and Planning, Newton Public Schools, 100 Walnut Street, Newtonville, Massachusetts 02160, (617) 552-7645.

PROGRAM	**Special Education Data Base Management.**
TARGET POPULATION	Special and regular educational personnel, secretarial and clerical personnel who need immediate access to records/data.
PROGRAM DESCRIPTION	The primary goal of the data base management program is to provide LEA's with the opportunity to create a locally-developed system for the collection of Special Education data; to have access to edit or display the data; and, to generate reports which meet local, state and federal data collection and reporting requirements. After establishing which data are needed for retrieval, a system is able to design a computerized data collection and management system which will be able to generate reports for annual plans, October 1 reporting, December 1 reporting, end-of-year FTE's, case listings, schedules for review meetings, class/program listings, school committee reports, etc. A system will maintain 100 fields of information per student which can occupy a maximum of nine screen pages of data. The number of students on a system is practically unlimited Reports can be generated with information sorted on up to six information fields simultaneously. Reports are locally tailored. Instant access provides more time for administrators to administer and more data from which to plan.
PROCESS FOR EVALUATION OR ANALYSIS AND RENEWAL	Yearly analysis of data collected provides for modifications in the data format of the computer system which can be expanded or otherwise modified.
ADOPTION REQUIREMENTS	System requirements: Apple 2 Plus computer, two disk drives, monitor. A training session in data base management. Software.
FUNDING REQUIREMENTS	In addition to computer system, software is about $200. Two/three days consultation.
MATERIALS AVAILABLE	Training-tutorial manual. Sample output.
CONTACT PERSON	Philip A. Dzialo, Mohawk Trail Regional School District, Shelburne Falls, Massachusetts 01370, (413) 625-2516.

PROGRAM	**Administrative Support/Reporting System (ASRS).**
TARGET POPULATION	All regular and special education administrative staff and support personnel.
PROGRAM DESCRIPTION	ASRS utilizes the school system's Data General 840 computer to perform the following services: a complete budget, coded according to the state coding system, maintenance of personnel files, processing and storage of all purchase orders, all report cards from grade 6 thru 12, daily high school attendance, test scoring as requested, complete special education register, comprehensive October 1, and December 1, special education reports and assistance in completing required annual special education fiscal reporting. All ASRS programs were developed locally utilizing "in-house" staff. Costs for development and maintenance have, therefore, been remarkably low.
PROCESS FOR EVALUATION OR ANALYSIS AND RENEWAL	Not applicable.
ADOPTION REQUIREMENTS	Adopting agency must have access to mini-computer hardware with sufficient storage capacity to handle their individual load. Staff or technical assistance must be available to transfer programs from Data General equipment to locally available hardware. All programs are written in Basic.
FUNDING REQUIREMENTS	Special education programs were developed with PL 94-142 funds. Copies are available, without charge as part of required dissemination. Adopting agency is responsible for local editing and loading costs. All other programs were developed with LEA funds and are available for dissemination under mutally negotiated terms.
MATERIALS AVAILABLE	Programming software, copies of reports generated and required supporting forms.
CONTACT PERSON	Robert Guillette, Coordinator of Special Needs, Amnet Boulevard School, North Attleboro, Massachusetts 02760, (617) 699-7525.

PROGRAM

The Use of Computers with Special Needs Children—A Cross-Age Tutoring Project.

TARGET POPULATION

Thirty-four special needs children (Grades 2-8) who attend a Generic Learning Center, seventh and eighth grade students with an interest in microcomputers, parent and student volunteers, teacher aide, Learning Center teacher.

PROGRAM DESCRIPTION

The tutoring project involving computers is based upon the philosophy that computers can be a highly motivational and educational tool for L.D. and behavior disordered special needs children. Through the assistance of a parent volunteer and four interested eighth grade honor math students, the stigma of attending a Special Needs room was broken. Computers were utilized as a medium for cross-age tutoring and learning. This school year, all special needs students are encouraged to use the computer, become familiar with computer literacy, and learn at least one computer language, either LOGO or BASIC.

Small groups of Special Needs students work in developing their own programs based upon their personal interests, level of expertise, and educational needs. The amount of time spent and the educational/social objectives to be achieved with the computer are often written into the child's IEP. The focus of computer time is highly individualized. Problem solving skills, drill and practice, keyboard skills, accurate spelling as well as logical thinking and deductive reasoning are secondary outcomes of successful computer use.

PROCESS FOR EVALUATION OR ANALYSIS AND RENEWAL

The benefits derived from the project are more than improvement of academic performance or mastery of a computer language and can be noted individually. Special needs students have become leaders in their regular class and can serve as teachers to their peers. Cooperation and encouragement among parents, students, and teachers has been fostered.

ADOPTION REQUIREMENTS

A firm commitment and positive attitude toward the use of computers with children is essential. It is important for the Special Needs teacher to take the time to learn, whether through formal courses, in-service training, or a self-teaching manual about computers and computer languages.

FUNDING REQUIREMENTS

Funding is necessary for the purchase of a microcomputer with at least 64k memory. A disk drive with floppy discs and a color monitor are the essential computer hardware. Computer software in this project varies from some commercial programs to programs written by children or teachers.

MATERIALS AVAILABLE

The cross-age project was described formally in a manual entitled "Promising Practices in Special Education" written and documented for the Massachusetts Department of Special Education, 1982.

CONTACT PERSON

Mrs. Patricia N. London (Brookline Public Schools), Lawrence School, 27 Francis Street, Brookline, Massachusetts 02146.

PROGRAM	**Cotting School for Handicapped Children-Use of LOGO Computer Language.**
TARGET POPULATION	Physically Handicapped, Learning Disabled, Language Impaired, Non-Vocal, Ages 6-20.
PROGRAM DESCRIPTION	LOGO involves introducing the student to a few simple commands which the student can use to create simple graphic designs, pictures, etc. Textual information can be integrated into activities. A problem-solving approach to activities is utilized in which the student chooses a project idea he/she would like to develop. Programming within the LOGO language lends itself to an emphasis on process rather than product. The methods promote constructive use of errors to develop personalized work styles, encompassing routines for approaching problems, formulating plans for solutions and carrying out these plans with the necessary modifications. The way in which LOGO places initiatives and control in the hands of the user gives the user a chance to realize what he/she knows about the task in question. The school utilizes eight Apple computers in its program. Four are located in the High School program and four roatate among elementary classrooms. Formal staff training is minimal: 15-20 hours of workshop/practice time is sufficient to get interested staff working with LOGO at a basic level.
PROCESS FOR EVALUATION OR ANALYSIS AND RENEWAL	Cotting School has been working with M.I.T. to evaluate its work with LOGO. A written report will be made available to interested parties by June of 1983.
ADOPTION REQUIREMENTS	Minimum requirements are a single micro-computer with compatible LOGO software, disc drive, color monitor and printer (optional).
FUNDING REQUIREMENTS	A basic system can be acquired for approximately $2,500. Special adaptive equipment, i.e., "button box" or mechanical turtle are extra.
MATERIALS AVAILABLE	Several companies are now producing LOGO for micro-computers; these include Apple, Terrapin, Texas Instruments, etc. (Cotting School uses Terrapin) button boxes are custom made.
CONTACT PERSON	Dr. Michael L. Talbot, Assistant Superintendent, Cotting School for Handicapped Children, 241 St. Botolph Street, Boston, Massachusetts 02115, (617) 536-9632.

Secondary and/or Vocational Education

PROGRAM	**The McKinley Schools: Prevocational Middle School and Vocational High School.**
TARGET POPULATION	High-risk, multiple-problem urban adolescents, age 12 years through 22 years. Specific handicapping conditions include: emotional disturbance, behavior problems, learning disabilities, court involvement, family deterioration, substance abuse, physical and psychological abuse.
PROGRAM DESCRIPTION	A special vocational day school program providing academic, vocational and support service in a "normalized" special school, owned and operated by the Boston Public Schools. A full program of academics includes all system requirements for 8th grade and 12th grade diplomas. Vocational programs include prevocational exploratories in mechanics, building trades, food services, graphics, business, retailing, manufacturing; and vocational training in carpentry, building maintenance, graphics, automotive, food services, and business. Special programs: high school vocational exploration and community-based vocational training. Support services include crisis management in school, individual and group counselling, individual therapy, family support, outreach for attendance, agency and court liaison. Special collaboratives with group homes, a university and the Massachusetts Rehabilitation Commission.
PROCESS FOR EVALUATION OR ANALYSIS AND RENEWAL	Analyses of progress in students including behavior management and attendance analyses, gain score analyses in academic skills, charting of occupationnal skills progress; governance model including all segments of community.
ADOPTION REQUIREMENTS	Commitment to vocational education and support services, structured behavior management, directive interventions and preparation for the world of work.
FUNDING REQUIREMENTS	PL 94-142, PL 94-482, and city funds required to support staff, benefits, consultants' contracts, transportation, equipment, supplies, and other expenses. Estimated per capita cost: $8000.
MATERIALS AVAILABLE	Program Description.
CONTACT PERSON	John Brown-Verre, Program Director, McKinley Schools, 97 Peterborough Street, Boston, Massachusetts 02215, (617) 266-3930/3530.

PROGRAM	**Vocational Assessment/Instrutional Support System for Pupils with Handicaps.**
TARGET POPULATION	Handicapped students attending pre-vocational and occupational classes.
PROGRAM DESCRIPTION	Handicapped students attending vocational classes are provided with coordinated Vocational Assessment/Instructional Support Systems Services which form a vital link between Occupational Education and Special Education resources. Vocational Assessment activities result in: 1) a recommended vocational course placement, and 2) a summary of student needs for meeting success in that course. The Vocational Assessment Report for each student includes a detailed vocationally-oriented summary of aptitudes, abilities, interests, attitudes, limitations and needs. The Basic Occupational Skills Core (BOSC) Test, a locally-developed instrument, results in a profile of vocationally-oriented language arts and mathematics skills which can be taught in both occupational and special education classes. A Vocational Assessment Report (including the BOSC Profile) is given to each student's vocational and special education or resource room teacher. After entering a vocational class, each handicapped student receives individualized remediation and instructional support geared toward success in his/her vocational class. Intensive instruction in vocation-related skills is facilitated through use of micro-computers, auto-tutorial materials, and tools on devices representative of those used in each vocational class. Articulation between Occupational Education and Special Education is enhanced by a structured system of communications which are coordinated through Vocational Assessment/Instructional Support Systems Services.
PROCESS FOR EVALUATION OR ANALYSIS AND RENEWAL	Periodic monitoring of student success rate, drop-out statistics, and progress in meeting BOSC criteria is accomplished. Formative evaluation is accomplished through joint monthly meetings of Occupational Education and Special Education staff, resulting in continuous review and appropriate adjustment of procedures.
ADOPTION REQUIREMENTS	A commitment to serving the needs of handicapped vocational students is essential. Appropriate evaluation systems (for Vocational Assessment) and teaching resources (for Instructional Support) are required.
FUNDING REQUIREMENTS	Minimum staff consists of a vocational assessment evaluator and instructional support teacher. (The present staff also includes a teacher aide.) Evaluation systems and teaching resources are required.

MATERIALS AVAILABLE

Description services, sample Vocational Assessment Report, BOSC Profile, and flow chart are available.

CONTACT PERSON

Susanne Fulmer, Vocational Assessment Coordinator, Southern Adirondack Educational Center, Dix Avenue, Hudson Falls, New York 12839, (518) 793-7721, Ext. 223.

PROGRAM	**Mon Valley Secondary School—A special education center with emphasis on occupational and vocational training.**
TARGET POPULATION	Handicapped students of all exceptionalities and special need students: special educators, vocational instructors, general educators, auxiliary personnel, administrators.
PROGRAM DESCRIPTION	The program at Mon Valley Secondary School is designed to meet the students' needs for special occupational-vocational training: courses are modified in content and presentation to match the learning style of each student. Academic courses and vocational training are blended to make the education program relevant to each student. The student population consists of full-time students, half-time morning students, and half-time afternoon students. Emphasis is on ability level rather than grade level. Students may attend until age 21 or until obtaining a full-time job prior to 21. Many are individually scheduled. Some options are academic/vocational; vocational/vocational; vocational/co-operative educational; pre-vocational/academic. Students enrolled in only the vocational portion of the program have many supportive services available.
PROCESS FOR EVALUATION OR ANALYSIS AND RENEWAL	Student evaluation is an on-going process: report cards, parent conferencing, IEP's, MDT's, Resource Team Meetings. Program evaluation is also an ongoing process: program administrator observation, staff meetings of various combinations of personnel, ongoing modifications of programs to meet changing needs of students.
ADOPTION REQUIREMENTS	Constancy in co-operation and flexibility of professional staff. A school plant with the various shop areas.
FUNDING REQUIREMENTS	Special Education and Vocational funding.
MATERIALS AVAILABLE	Brochure, annual report, large vocational pictures, slide presentation, program descriptions, curriculum outlines, student goal sheets.
CONTACT PERSON	Eileen Woodside, Principal, Mon Valley Secondary School, 555 Lewis Run Road, Clairton, Pennsylvania 15025, (412) 469-2551.

PROGRAM **Vocational/Special Education Three**

TARGET POPULATION Students with special needs (prototype 502.3 and 502.4—functionally high to moderate).

PROGRAM DESCRIPTION The vocational education program for prototype 502.3 and 502.4 students has three phases: I. Exploratory/Assessment; II. Training; and, III. Community Work Experience.

Phase I, Exploratory Assessment: Incoming students are introduced to 18 vocational programs: 1) Graphic Arts, 2) Carpentry, 3) H.V.A.C., 4) Metal Fabrication, 5) Electronics, 6) Electrical, 7) Auto Mechanics, 8) Auto Body, 9) Distributive Education, 10) Power Mechanics. 11) Basic Foods, 12) Child Development, 13) Clothing, 14) Health, 15) Business Machines, 16) Filing, 17) Record Keeping, 18) Computer. Students rotate through each area in self-contained, separate classes. The purposes of these experiences are: to give students a common base of experiences for future career consideration; to provide each student with the opportunity to develop essential life skills: to have the opportunity and vehicle for vocational staff, special needs staff, parents and students to assess the student's strengths and weaknesses; and to offer each student an opportunity to experience him/herself in the work environment of these vocations. Classes are taught by regular vocational staff with an aide present. The aide makes daily observations of performance and maintains systematic assessment progress records.

Phase II, Training: Training has two forms: Mainstreamed or modified programs. students are placed in regular vocational classes whenever possible. In addition to the regular vocational classes, there is a series of modified technical programs appropriate for a broad band of handicapped and for other students who are not specifically handicapped but who, for economic and/or academic reasons, prefer or require a modified vocational program. The broad-field courses include food service, building maintenance, industrial production, graphic arts, distributive education, electromechanics, automotive, and health supportive services. Each is a combined training and supervised work-experience program. For this phase, job sites are selected within a controlled school environment. The classes and the work supervision are taught and supervised by specially selected vocational staff.

Phase III, Community Work Experiences: Following one or more training experiences, each student selects an employment area. The special needs vocational placement counselor assists in this decision, identifies an appropriate community placement, and supervises the employment.

Regular education students are sometimes paired with handicapped students in work sites to act as aides and as social and vocational models. These pairing partners receive seminars sensitizing them to handicapping conditions and providing them with techniques for working with handicapped students.

PROCESS FOR EVALUATION OR ANALYSIS AND RENEWAL

None.

ADOPTION REQUIREMENTS

Since twenty vocational teachers assess in their specific vocational areas, it is necessary to prepare the staff towards the vocational needs of this population. It is also necessary to acquaint the vocational staff with the regulations and terminology. Another key to the training process is the availability of a specialist to consult with the vocational teachers in individual cases.

FUNDING REQUIREMENTS

1) Eleven vocational teachers with special education training, one month per year (FTE .5), 2) Four home economics teachers one-quarter each year (FTE .5), 3) One aide (serves home economics and vocational), (FTE .5), 4) Six vocational teachers at .4 each (FTE, 2.4); 5) Four home economics at .4 each (FTE 1.6); 6) One aide; 7) One vocational placement specialist; and 8) One coordinator of SPED vocational programs.

MATERIALS AVAILABLE

Program description, example of task analysis assessment tool, information on workshop activities for vocational staff, on-site visits (given reasonable notification) are available.

CONTACT PERSON

Patrick Nicolas, Assistant Director and Department Head, Vocational Studies or George Willwerth, Coordinator, Vocational Programs—Handicapped, Newton North High School, 360 Lowell Avenue, Newtonville, Massachusetts 02160, (617) 552-7482/7427.

PROGRAM **Regional Vocational Assessment Center.**

TARGET POPULATION Primarily handicapped and disadvantaged youth and adults in an eleven-town area served by the Cape Cod Regional Technical High School.

PROGRAM DESCRIPTION The Regional Vocational Assessment Center was established to meet the growing local demand for an inexpensive, comprehensive occupational evaluation system, adapted to special needs Junior and Senior High School students. The center has evolved to one of the best-equipped programs of its kind. Services are available for a wide range of functional levels, youth as well as adults. Referrals come generally from rehabilitation specialists, guidance counselors, and school psychologists as they attempt to assist the clients/students in making realistic plans for future training and employment. A guidance package has been designed to acquaint schools and local agencies with the various tools used by the Regional Vocational Assessment Center, the procedures involved in the intake/referral process and interpretation/implementation of assessment information and reports.

Individuals enrolled in the Regional Vocational Assessment Center program attend for up to five days. During this time a basic evaluation including the COATS Job Matching Interest Inventory, a series of Valpar Work Samples and 3-5 hands-on work samples, depending on the skills/interests of the individual. Additional tests, such as the Differential Aptitude test, McCarron-Dial Work Evaluation System, Pre-Vocational Readiness Battery or specific tests of dexterity are provided based on intake information or at the request of the school/agency making the referral. Participants are given an orientation when they enter the program. At that time they are given a tour of the center and explanations are provided regarding the activities they will be involved in during their stay in the program. Vocational Evaluation is clarified and relevant questions are addressed. The Regional Vocational Assessment Center attempts to involve the individual to as great a degree as possible in the process of evaluation. Individuals are given opportunities for self-evaluations on each of the hands-on work samples and at the end of the program. Upon completion of the program, all finished work, test scores, and general observations are combined into the final report. Recommendations are made regarding future training and/or employment. Adaptations are suggested to provide for individual needs in a particular training program or job and specific objectives supplied for use in either an Individual Educational Plan or Individual Employability Plan.

PROCESS FOR EVALUATION OR ANALYSIS AND RENEWAL	Ongoing evaluation by local Special Needs Administrators, superintendents, educators, and rehabilitation specialists through the regional vocational advisory board.
ADOPTION REQUIREMENTS	None.
MATERIALS AVAILABLE	Please address inquiries to the contact person listed below.
FUNDING REQUIREMENTS	Please address inquiries to the contact person listed below.
CONTACT PERSON	Elizabeth M. Strazzero, Director, Regional Vocational Assessment Center, Cape Cod Regional Technical High School, R.R. #4, Pleasant Lake Avenue, Harwich, Massachusetts 02645, (617) 432-4500.

PROGRAM	**Vocational Orientation (V.O.).**
TARGET POPULATION	EMR, LD, SED students (secondary level).
PROGRAM DESCRIPTION	Vocational Orientation (V.O.) is a program for special needs students at the EMR (Educable Mentally Retarded) level, also including Learning Disabled (LD), Socially and Emotionally Disturbed (SED), and various other handicaps. The program is housed in a complex of prefabricated classrooms in the courtyard of the East Center. Serving every school district in Berks County, enrollment is about 100 secondary students who spend from one to three years in the program. The goal is for the student to eventually transfer to a regular vocational shop before graduation or to be placed in competitive employment. Students spend one-half day at the East Center (AM or PM) and the other half day at their home school. Their daily schedule consists of two one-and-one-half-hour class periods, which may include two different shops, or, if an upper classman, two periods of the same shop. Clothing and Textile and Business Education students remain in their shops for a three-hour block. During their experience in V.O., students rotate into each shop area (except Clothing and Textiles and Business Education which are specific majors) for their first year before deciding on a major area of concentration.
PROCESS FOR EVALUATION OR ANALYSIS AND RENEWAL	Success rates of V.O. students recommended for mainstreaming into Vo-Tech is one criterion; co-op placement success is the second criterion.
ADOPTION REQUIREMENTS	Vocational setting with cooperative effort between Special Education and Vocational Education.
FUNDING REQUIREMENTS	Seven teachers, two aides, one supervisor. Consumable supplies and seven vocationally equipped classrooms.
MATERIALS AVAILABLE	Brochure, Student Employability Factors, Enrollment Forms.
CONTACT PERSON	Harry B. Tobias, Berks Vocational-Technical School, East Center, R.D. #1, Oley, Pennsylvania 19547, (215) 987-6201.

PROGRAM	**BETA Program (Basic Education Through Activities).**
TARGET POPULATION	Adolescents classified as both Mentally Retarded (mild to moderate range) and Emotionally Disturbed. Mentally Retarded students with a school history of frequent suspension, homebound instruction and/or residential placement.
PROGRAM DESCRIPTION	The BETA Program was established in September 1982 to meet the unique educational and management needs of mentally retarded adolescents with additional emotional and/or behavioral disorders. It is located in Washington Irving School, an alternative educational facility providing interactions with age-appropriate peers, as well as access to a wide range of community services (e.g., bus lines, public library, supermarkets, banks, and a community recreation center). Through a cooperative agreement between the Syracuse City School District and Hutchings Psychiatric Center (adjacent to Washington Irving School), students receive a comprehensive range of counseling and related services. The classroom serves eight adolescents and is staffed with one teacher/coordinator, one teaching assistant and one student teacher/intern position. Instructional objectives are based on pre-test/post-test data from the AAMD Adaptive Behavior Scale. The program is designed to remediate adaptive skill deficits through an emphasis on age-appropriate functional skill development. Critical need areas of the target population are: social interactive skills, independent living skills, community survival, and vocational preparedness. Students are trained in indoor maintenance/custodial tasks through working three to five hours per week in the school. They receive $2.15 per hour in payment for their work.
PROCESS FOR EVALUATION OR ANALYSIS AND RENEWAL	Five workshop days during the school year are devoted to curricular development, grant writing, task analysis, and group discussion. Three days at the end of the school year are reserved for program evaluation, and planning for the six-week summer program.
ADOPTION REQUIREMENTS	Strong building level support and tolerance for unusual behavior. Staff skilled in behavior management techniques.
FUNDING REQUIREMENTS	a) Staff—one teacher-coordinator, two teaching assistants (student teacher or student intern may substitute for one assistant); b) Additional funding for vocational training, travel training (tokens), and Home Economics supplies.
MATERIALS AVAILABLE	Program description (designed for in-district staff and referrals), Daily Checklist, Behavioral Contracts and Weekly Schedule.
CONTACT PERSON	James W. Black, Teacher/Coordinator of the BETA Program, Room #105, Washington Irving School, 644 Madison Street, Syracuse, New York 13210, (315) 425-4222.

PROGRAM	**Junior High School Career/Vocational Education Pilot Project.**
TARGET POPULATION	Learning disabled, physically and emotionally handicapped students, junior high school age.
PROGRAM DESCRIPTION	The project is designed to offer students a three-year comprehensive program of career and vocational education experience. The program uses (1) Vocational Evaluations, (2) Career Infusion, (3) Adkins Life Skills Program, and (4) Exploratory Shop Experience. In the seventh grade students have experience. One shop experience per semester continues through ninth grade; and two periods of career education are provided per week. The seventh grade career education class is introduced to the Adkins Life Skills Program. In the eighth grade, students continue the vocational exploratory shop experiences and have formal Adkins Life Skills Training - skills necessary for finding, getting and keeping a job. In the ninth grade, students continue the vocational exploratory shop experiences and have two periods of career education per week. The ninth grade career education is a reinforcement of Adkins Life Skills.
PROCESS FOR EVALUATION OR ANALYSIS AND RENEWAL	To reflect their skill developments.
ADOPTION REQUIREMENTS	Commitment to career education for students with handicapping conditions.
FUNDING REQUIREMENTS	Teacher, equipment.
MATERIALS AVAILABLE	None at this time.
CONTACT PERSON	Dorothy K. Lipsky, Chief Administrator, Program Development, Divison of Special Education, 110 Livingston Street, Room 306, Brooklyn, New York 11201, (212) 596-8374.

PROGRAM	**Comprehensive System of Skills Development in Vocational Education, Activities of Daily Living and Career Education.**
TARGET POPULATION	Severely physically and multiply handicapped students, grades Kindergarten through Twelve with a special emphasis on the secondary student population.
PROGRAM DESCRIPTION	The primary goal of this comprehensive system is to develop, within the student population, skills in the area of the world of work (saleable skills and career decision-making skills) and Independent Living Skills, so students will be able to enter the community as adults in a manner that will enable them to seek employment opportunities at their level of skill and to live independently to the extent possible given handicapping conditions. To accomplish this goal a Life Skills Team has been operating on an inter-organizational basis between Blythedale Children's Hospital and the Mt. Pleasant-Blythedale Union Free School District with the support of the Southern Westchester BOCES and Columbia Presbyterian College of Physicians and Surgeons to insure (a) a curriculum appropriate to the needs of these young people is developed and implemented, (b) students are accessed in terms of these skill areas, and (c) students are given the opportunity to participate in these curriculum areas and to become acquainted with agencies which will assist them now and in the future, specifically the Office of Vocational Rehabilitation, employers and others involved in work study programs. The Team members have been trained as trainers of others and have consulted with numerous educational institutions, agencies and hospitals to increase the ability of the community at large to participate in the goals of this project and eventually to accept and develop these young people to be part of the world of work and community life.
PROCESS FOR EVALUATION OR ANALYSIS AND RENEWAL	An assessment instrument has been developed which relates to the evaluation of student needs. The total project has been evaluated yearly with a most recent activity culminating in a three-year evaluation (symposium on Life Skills conducted by Blythedale Children's Hospital and the Mt. Pleasant-Blythedale Union Free School District).
ADOPTION REQUIREMENTS	This is a project wherein the requirements are relatively simple: teachers, therapists, physicians, counselors from the Office of Vocational Education, and guidance counselors can work together to insure severely physically handicapped and multiply handicapped adolescents are trained for post secondary life.
FUNDING REQUIREMENTS	Funding Requirements relate to the specifics of an organization in terms of who is already on staff. Costs could be limited to the costs of supplies and materials, although, in some situations, costs might relate to staff payroll costs.

MATERIALS AVAILABLE

Blythedale School District Brochure, Vocational Education Brochure, Assessment Instrument, Life Skills Assessment, monograph on Vocational Education, Vocational Education Curriculum, Career Educational Curriculum, Long Range Plan and Blythedale Curriculum Brochure.

CONTACT PERSON

Mariann Burris, Ph.D., Superintendent of Schools, Mt. Pleasant-Blythedale Union Free School District, 5 Bradhurst Avenue, Valhalla, New York 10595, (914) 592-7555, Ext. 260.

PROGRAM	**Alternative Education Program.**
TARGET POPULATION	Adolescent students who have been classified as Emotionally Handicapped and/or Learning Disabled, who demonstrate potential for a high school diploma, but whose needs warrant an alternative setting and curriculum.
PROGRAM DESCRIPTION	The primary function of this program is to allow its students the opportunity to earn a regular high school diploma from their component district through Boces via an Alternative setting, and curriculum. The program encompasses the areas of Basic, Life, and Career skills and is competency-based upon clearly discernible objectives. It is further understood that the program provides an environment fostering the affective needs of the students.
PROCESS FOR EVALUATION OR ANALYSIS AND RENEWAL	Initial activities include screening committee review, intake and 30-day matriculation, inclusive of psychological, achievement, diagnostic, and vocational assessments. All work placed on file and available for review at any time by all involved.
ADOPTION REQUIREMENTS	A firm commitment to the belief that the handicapped are capable and deserving of earning a high school diploma.
FUNDING REQUIREMENTS	Funding includes salary for one full-time teacher position and one full-time aide position with material costs flexible.
MATERIALS AVAILABLE	Program description and curriculum requirements, and documentation of program goals.
CONTACT PERSON	Tony Latte, Alternative Education Program Instructor, WWHE Boces, Broad Street School, Glens Falls, New York 12801, (518) 792-7721, Ext. 239.

PROGRAM **Secondary Adapted Courses for Mildly Handicapped Students.**

TARGET POPULATION Secondary level special and regular education teachers, school and district administrators, school psychologists, and other multi-disciplinary team members.

PROGRAM DESCRIPTION Secondary adapted courses and a related graduation policy have been developed and approved for implementation. The adapted courses were written to include a scope and sequence, key competencies, and representative learner outcomes. In general, the adapted courses are specific adaptations of courses of study currently in use in the School District. A true linkage between regular and special education has been developed through this curricular effort.

Students to be enrolled in adapted courses are mildly to moderated handicapped students who receive part-time and full-time special education services. These students will take some combination of regular courses and adapted courses. Thus, the provision of one or more adapted courses to a student exemplifies the concept of flexibility embodied in a true continuum of services.

Special education teachers should already have the essential skills to develop highly individualized programs for handicapped youngsters. However, they must also be capable of delivering the content to be covered in the adapted courses. Clearly support services in both areas are required.

Support in the individualization of instruction is available in the already existing framework of the Child Study Evaluation Teams in each school and the special education supervisors in district offices. Content support, on the other hand, must be provided through mechanisms inherent in the regular education programs.

Extensive personnel preparation activities are being implemented to address the needs of both regular and special educators. This project addresses the training needs of all secondary special education instructional personnel (1200) who provide instruction to mildly handicapped students (3,500) in grades 10-12. In addition, training sessions are held for key administrative and supervisory personnel including principals, vice-principals, regular and special education supervisors, and support staff including counselors, psychologists, and instructional advisors.

The use of the adapted curriculum has had wide-ranging effects. For example, the IEP can now be directly linked to the content of the adapted planned courses. When short-range goals reflecting key competencies of the adapted courses are listed, review and evaluation of student progress in the adapted course results in a simultaneous evaluation for the short-range goals in the IEP. This process also demonstrates the adapted course was successfully implemented. Thus, the evaluation process directly links the IEP and the school curriculum.

Further, through approval by the Pennsylvania Department of Education as an experimental program, the secondary adapted courses are taught to mixed categorical groups of exceptional students. Homogeneous grouping according to educational needs rather than categorical label is the basis upon which students are placed in an adapted course. CSET members consider the educational strengths and weaknesses of individual youngsters and identify groups of youngsters who have similar needs. Placement in adapted courses is based upon instructional considerations and not upon handicapping conditions. This personnel development effort presents key aspects of a comprehensive program of planned programmatic change at the secondary level designed to promote student placements and programs in the least restrictive environment.

PROCESS FOR EVALUATION OR ANALYSIS AND RENEWAL

Specific evaluation plans relate to the utility of the training programs to implementation of the adapted curriculum. In addition there is a comprehensive plan to evaluate implementation of the mixed categorical aspects of this approach.

ADOPTION REQUIREMENTS

A firm commitment to comprehensive staff development is essential. Excellent curricula materials and ongoing support from regular education administrative and supervisory staff are hallmarks of this program.

FUNDING REQUIREMENTS

Funding includes salary for one full-time curriculum specialist position; other costs are flexible and primarily relate to compensation requirements for staff training.

MATERIALS AVAILABLE

Secondary adapted courses and graduation policy statements; session description and evaluation results.

CONTACT PERSON

Stanford L. Frand, Assistant Director, Division of Special Education, Stevens Administration Center, Room 305, 13th and Spring Garden Streets, Philadelphia, Pennsylvania 19123, (215) 351-7008.

PROGRAM	**Dartmouth Alternative High School.**
TARGET POPULATION	Adolescents—alienated, disenchanted, acting-out.
PROGRAM DESCRIPTION	The Alternative High School is an off-campus, highly-structured, educational program. Staff works to foster success and develop individual responsibility, as well as a sense of community. Although students are of at least average intelligence, in other settings they have often failed most subjects, attended less frequently than their peers, and behaved in class in a disruptive way which makes it difficult for classmates to learn. Academic proficiency is important to societal functioning, but there is also need for the students to understand themselves. They are encouraged to break their self-defeating cycle, learn to choose appropriate actions and to strive for well-defined goals. The ultimate goal is to encourage each person to be accountable for individual successes and failures. Such is accomplished through academic tutorials, small group instruction, individual counseling, group counseling, and problem-solving classes.
PROCESS FOR EVALUATION OR ANALYSIS AND RENEWAL	Extensive clinical supervision from within and from outside A.H.S. staff, strong administration support, and intensive on-going staff training.
ADOPTION REQUIREMENTS	Commitment to alienated youth and willingness to devote the time and energy a structured program requires.
FUNDING REQUIREMENTS	Staff salaries; supplies; setting.
CONTACT PERSON	John D. Wilson, Director, Pupil Personnel Services, Dartmouth Public Schools, 8 Bush Street, South Dartmouth, Massachusetts 02748, (617) 997-1620.

PROGRAM	**Alternate Education Program for Pupils with Severe Learning Handicaps.**
TARGET POPULATION	High school students identified as severely learning disabled and/or emotionally handicapped.
PROGRAM DESCRIPTION	The primary goal of the program is to offer severely learning/emotionally handicapped adolescents the opportunity to receive education services in the regular school environment. The students have the opportunity to achieve graduation status through an alternate route. The Alternate Education Program (AEP) Curriculum is used in the resource room. This curriculum was designed to meet the individual needs of the students and the requirements for graduation through alternate programming. The programming involves coordinating the occupational as well as academic skill training.
PROCESS FOR EVALUATION OR ANALYSIS AND RENEWAL	Student evaluation is performed through the annual review and individualized achievement testing processes. From these, the program needs are determined, and the program is structured based on those needs.
ADOPTION REQUIREMENTS	Classroom for teacher, teacher aide and students. Cooperative effort by staff to coordinate individualized programs utilizing the resources available within the district.
FUNDING REQUIREMENTS	Teacher and teacher aide for every 12 students, materials budget.
MATERIALS AVAILABLE	Alternate Education Program description and curriculum.
CONTACT PERSON	Brenda L. Cotton, Resource Room Teacher, Warrensburg Central Schools, Warrensburg, New York 12885, (518) 623-2861, Ext. 31.

PROGRAM	**Belmont High School FOCUS Program.**
TARGET POPULATION	Thirty-student program limit in grades ten, eleven, and twelve.
PROGRAM DESCRIPTION	The FOCUS Program is a voluntary intermediate between the regular school program and the resource room. Funded by Federal Grant 94-142, the program is for students who have a history of academic and personal failure and who, consequently, have become alienated from school. Although housed in the high school, the program seeks to establish an alternative environment with an emphasis on providing emotional, social, and academic support so each student can experience some success and become sufficiently self-directed to assume responsibility both in and outside of school. The major aspects are mandatory school attendance, participation in group counseling, parent involvement, enrollment in mainstreamed classes including physical education, the option of work experience, and a low student-teacher ratio.
PROCESS FOR EVALUATION OR ANALYSIS AND RENEWAL	Originally a need for the program was established by a needs assessment conducted at the high school. The program has been evaluated twice during the last four years by a private research firm. Assessments point to the success of the model.
ADOPTION REQUIREMENTS	A faculty and community-wide commitment to the value of an in-school alternative program. Three full-time staff members with access to mental health services.
FUNDING REQUIREMENTS	Funding includes salary for two full-time teaching positions, one full-time director/counselor position and materials.
MATERIALS AVAILABLE	1982 Evaluation of the FOCUS Program completed by Public Affairs Research Institute, Newton Highlands, Massachusetts (includes needs assessment documents, program descriptions, and evaluation results).
CONTACT PERSON	Kathie Goldfield, FOCUS Director, Belmont High School, 221 Concord Avenue, Belmont, Massachusetts 02178, (617) 484-2678.

PROGRAM	**PROJECT MAINSTREAM. A teaching learning center for secondary students classified as Handicapped or Pupils with Special Educational Needs.**
TARGET POPULATION	Students Grades 7-12 classified as Handicapped or Pupils with Special Educational Needs.
PROGRAM DESCRIPTION	The ultimate goal of the program is to enable youngsters classified as Handicapped or Pupils with Special Educational Needs to function in the least restrictive environment possible, the regular classroom. To accomplish this, staff talents are combined in a holistic approach which provides students with the support they need for success. Parents, classroom teachers, school psychologists and Learning Center staff regularly interact in a network of formal and informal meetings to plan and continually reassess a youngster's program. At the core of the program is the Center itself which is under a director and draws on a counselor, reading specialists, teachers, and tutors chosen for their expertise in working with this special population as well as proficiency in their subjects. The center provides a focal point for students, parents, and staff to interact and to monitor their progress.
PROCESS FOR EVALUATION OR ANALYSIS AND RENEWAL	Evaluation and reassessment is an ongoing process. It is informally carried out through regular meetings and discussions. Formally, Project Mainstream is evaluated through (1) statistical reports incorporating standardized test results on pre- and post-tests, (2) anecdotal reports to parents and administration, (3) public meetings with the Board of Education.
ADOPTION REQUIREMENTS	(1) A philosophical commitment of district and staff to enable each youngster to realize his or her potential regardless of exceptionality. (2) A willingness to utilize a holistic methodology in shaping and implementing student programs so the creation of a Learning Center is both an administrative unit and a central site within the building.
FUNDING REQUIREMENTS	Staffing which can be accomplished almost entirely through reassignment includes a director, counselor, reading specialists, tutors in special education, social studies, math and English who are also licensed in these areas, and classroom teachers from those subject areas assigned for part of their day.

MATERIALS AVAILABLE

These include: original Proposals for the Learning Center; forms for diagnosis and prescription for individual needs, IEP Phase I and Phase II; teacher requests for student placement and for monitoring and reporting student growth; sample lessons and modified curricula in varied subject areas for regular classroom, small group, and individual learning; and outlines of materials for reporting progress to the Board of Education.

CONTACT PERSON

Joel Brodsky, Director, or Lois Smith, The Learning Center, Jericho Junior-Senior High School, Cedar Swamp Road, Jericho, Long Island, New York 11753, (516) 681-4100, Ext. 247.

PROGRAM	**Assabet Valley Collaborative.**
TARGET POPULATION	Specialzed components of the thirteen member districts' populations including low incidence special needs, gifted, etc., as well as general services of a business/management type that indirectly touch all students.
PROGRAM DESCRIPTION	The mechanism of the Collaborative is a critical element in the successful implementation of programs for low-incidence populations and for realizing cost savings available through large base/volume bidding and purchasing. Formalized procedures for coordination among school districts has allowed the Collaborative to provide joint cost efficient and effective programs such as the Pre-School Special Needs Program, the Collaborative High School Program, vocational special needs programs such as M.O.V.E. and the Extended Day Program, and consolidated business services such as special needs transportation, supplies bidding and contract monitoring. The well-established Collaborative organization has brought about communication at many levels among member districts fostering a cooperative approach to problem solving and program planning. The Assabet Valley Collaborative High School, housed on the grounds of Quinsigamond Community College in Worcester, is a very successful alternative program. It is a structured academic program with flexibility for individual needs and the provision of remedial, psychological, and socio-cultural activities.
PROCESS FOR EVALUATION OR ANALYSIS AND RENEWAL	The Collaborative has moved from using outside evaluators to an internal process for evaluating programs, using an adaptation of the process made available by the Massachusetts Department of Education entitled, "Special Education Program Evaluation: A Management Tool."
ADOPTION REQUIREMENTS	Depends on specific program. The Collaborative as a mechanism could be replicated provided no state law prohibited joint funded activities by school districts.
FUNDING REQUIREMENTS	Cooperative programming requires a coordinator/director in addition to the specific staffing required for individual programs.
MATERIALS AVALIABLE	Program and Activity Report for 1981-82.
CONTACT PERSON	Dr. Eileen M. Ahearn, Assabet Valley Collaborative, Fitchburg Street, Marlborough, Massachusetts 01752, (617) 485-9430, Ext. 63.

PROGRAM	**Work Training Program for Handicapped Students: Cooperatively Administered by the Pennsylvania Departments of Education and Environmental Resources.**
TARGET POPULATION	Secondary level special education students (trainable) in Lincoln Intermediate Unit #12 (York, Adams and Franklin Counties).
PROGRAM DESCRIPTION	We have three classes of trainable mentally retarded students going to local state parks to perform simple maintenance tasks on the park premises. The students are supervised by their classroom teachers and aides. Approximately two days are spent at the parks, while the other three days are spent in the classroom. The students are not paid for the work they perform. They learn vocationally-related skills from TMR curriculum while at the state parks. Some of the tasks that they may be involved in include: showerhouse cleaning, brush clearing, trail maintenance, construction of picnic tables, painting of buildings, construction of bird houses, making and painting signs. The parks experience provides an atmosphere more akin to a "normal" working experience than can be provided within the confines of a school building.
PROCESS FOR EVALUATION OR ANALYSIS AND RENEWAL	Both the Bureau of State Parks (Park Superintendent) and the teacher from the Intermediate Unit evaluate each student.
ADOPTION REQUIREMENTS	An Inter-Departmental Committee developed an informal agreement.
FUNDING REQUIREMENTS	Special funds from the Department of Education, Bureau of Special Education.
MATERIALS AVAILABLE	State Park provides the tools to work with and one-third of the transportation needed. The intermediate unit provides all other transportation. A parent provides all the students with proper outdoor clothing, including a special emblem on coats and hats.
CONTACT PERSON	Warren J. Risk, Assistant Director of Special Education, Lincoln Intermediate Unit 12, P.O. Box 70, New Oxford, Pennsylvania 17350, (717) 624-4616 or Jack Snyder, Special Education Adviser, Bureau of Special Education, Pennsylvania Department of Education, (717) 783-6913.

Socially and Emotionally Disabled

PROGRAM	**Southern Worcester County Educational Collaborative Project GROW.**
TARGET POPULATION	Primary presenting need: emotionally disturbed and behaviorally maladjusted students from ages 6 to 18 years. Students may be behind in academic skills mastered or learning disabled. (Retarded students are not accepted.)
PROGRAM DESCRIPTION	The program is a comprehensive academic and behavioral program designed to shape and modify aberrant behaviors while maintaining or developing academic skills. There are six classes with at least one teacher and one aide per class. Placement is determined by age and grade levels. The program employs a structured behavior modification approach, integrating a coupon system token reinforcement coupled with a reality therapy approach. It is a highly confrontive and intense program where students are directed to maintain self controls and evaluate their behavior. Students receive positive reinforcement for appropriate behavior and academic achievement and negative reinforcement for inappropriate behavior and unacceptable academic efforts.
PROCESS FOR EVALUATION OR ANALYSIS AND RENEWAL	Students are evaluated through a specific checklist of behaviors; covering at least 35 specific behaviors which are scored daily, weekly ratios of success are determined for each behavior and a total percentage of success is obtained weekly. Weekly ratios and percentages are monitored and charted for analysis. Academic progress is measured on a grade level and criterion skill level achieved as identified through the objectives on the student's IEP. A commitment to work through the programmatic procedures with behaviorally maladjusted students is needed. Acceptance of strict data maintenance and analysis as well as behavior modification techniques and reality therapy confrontation is required by staff.
FUNDING REQUIREMENTS	Salary for sufficient teaching/aide staff to conduct program. (Recommended ratio of 4-5 students per staff member.) Staffing for counseling/therapy components.
CONTACT PERSON	Joseph Ciandella, Program Coordinator, Project GROW, Pleasant Street School, Pleasant Street, Southbridge, Massachusetts 01550, (617) 765-9553/791-0053.

PROGRAM	**The Program at Number Twenty-Three: Learning and Adjustment in the Montgomery County Schools.**
TARGET POPULATION	Special Education administrators and teachers who deal with socially and emotionally disturbed students, K-12.
PROGRAM DESCRIPTION	As a result of a special project, IU 23 developed a coordinated series of five videotapes and related booklets to explain how IU 23's SED programs operate with a full complement of mental health services. Included are (1) Overview (Administration, Supervision, and Operation); (2) The Mental Health Professional in the School (As Group Leaders and as Trainers of Teachers and Aides in Group Therapy Techniques); (3) The Teacher in the Classroom (Psychodynamic and Behavior Modification Techniques to Improve Classroom Management); (4) The Teacher and the Therapeutic Group; (5) The Child and the Program (Admission, Continuation, and Withdrawal).
PROCESS FOR EVALUATION OR ANALYSIS AND RENEWAL	Professionals from public and non-public schools view the materials to aid in formative evaluation.
ADOPTION REQUIREMENTS	The need for initiating (or expanding) an SED program.
FUNDING REQUIREMENTS	Depends upon extent and nature of personnel to be included, and can be funded by carefully selected combinations of local, state, and federal monies.
MATERIALS AVAILABLE	Five videotapes and five related booklets.
CONTACT PERSON	Dr. J. Steven Banks, Director of Special Education, Montgomery County Intermediate Unit 23, 1605-B West Main Street, Norristown, Pennsylvania 19403.

PROGRAM	**The Watertown Public Schools—Charles River Counseling Center Psychotherapeutic Program.**
TARGET POPULATION	Students from grades K through 12 who have moderate to severe difficulty in school, including inappropriate classroom behavior, learning failures, and multiple absences *and* who have not benefited from already existing school services, and who, without further intervention would need to be placed in a residential or day program.
PROGRAM DESCRIPTION	This program develops a total care package by networking all school, family, and community resources to provide on-site treatment at neighborhood schools for children who have severe academic, behavioral, and emotional problems. The Town of Watertown contracts with CRCC yearly to provide these services. These children have typically already been the route of existing community resources and supportive school services without much success. Prior to the implementation of this program, these children needed to be placed in day or residential programs. The program is *extremely* cost-effective when compared to the cost of an outside placement. In addition, it is clinically far superior to a placement because it enables the child to be maintained in his community school and at home. The program has several components: (1) Individual counseling to students at school; (2) A combination of parent guidance/family therapy for each family; (3) Consultation to all school personnel involved with the child; and (4) Vigorous networking with resources within the community.
PROCESS FOR EVALUATION OR ANALYSIS AND RENEWAL	1) Individual progress reports written on each student every quarter (i.e., four times a year; 2) A quarterly report on the program sent to the superintendent of schools including statistics on hours of service provided and cost per student.
ADOPTION REQUIREMENTS	1) Positive endorsement of the program by the superintendent of schools and other scnool personnel; 2) A budget allocated to the counseling center by the school committee.
FUNDING REQUIRENTS	Funding is required to provide therapeutic and consultative services to a given number of students—in this case, approximately 25.
MATERIALS AVAILABLE	Copies of the contract, psycho-educational assessments on each student, quarterly progress reports on each student and the program as a whole, year-end evaluation results.
CONTACT PERSON	Ms. Marianne Zasa, LicSW, Coordinator, The Watertown Psychotherapeutic Program, Charles River Counseling Center, 154 Wells Avenue, Newton, Massachusetts 02159, (617) 527-4610.

Low Incidence

PROGRAM	**Early Childhood Assessment and Intervention Center.**
TARGET POPULATION	Handicapped children (birth to five years).
PROGRAM DESCRIPTION	A diagnostic/prescriptive special education program for pre-school children. The major thrust of the instruction is aimed at the amelioration of deficits. Included in the staff are: **Assessment Team:** Social Worker, Psychologist, 2 Speech/Language Pathologists, Occupational Therapist, Physical Therapist, Nurse, Pediatrician; **Instructional Staff:** 8 Special Education Teachers, 3 Graduate Interns, 12 Teacher Assistants; **Non-Instructional Staff:** 1 Health Attendant, 1 Secretary.
PROCESS FOR EVALUATION OR ANALYSIS AND RENEWAL	Long-term data collection with regard to academic success of children served in the early childhood program.
ADOPTION REQUIREMENTS	The continuation of this program is essential to the smooth entry of handicapped children into the school system. Children have been fully diagnosed and prescriptive plans have been implemented.
FUNDING REQUIREMENTS	This program has been funded for two years through the family court act. Funds flow from the county (50%) and state (50%) into the local school district.
MATERIALS AVAILABLE	Program description, three-year plan.
CONTACT PERSON	Judith LeFever, Syracuse City School District, 409 West Genesee Street, Syracuse, New York 13202, (315) 425-4386.

PROGRAM	**Project TRABAJO—Teaching Retarded Adolescents Bilingually Academics and Job Orientation.**
TARGET POPULATION	Mildly and moderately retarded.
PROGRAM DESCRIPTION	The program is designed to develop the personal, social, academic, and job-related skills of approximately 80 Spanish-speaking L.E.P. students. The program operates throughout the school day. The project provides career-oriented curriculum to students at the elementary and junior high school level. Target students are Spanish-speaking, special education students of limited English proficiency. The curriculum stresses relevant career education concepts and includes activities for developing job related skills. The academic instruction is provided in the students' first language, Spanish, and in their second language, English. English-language proficiency is strengthened through English-as-a-Second-Language (ESL) instruction. Cognitive/academic instruction emphasizes functional work-related and survival skills. Thus, instruction in ESL, Spanish-language arts, social studies, mathematics, science, cultural heritage, music, art, motor/physical education and the industrial arts are tied into the dominant curriculum themes, career awareness functional literacy, and interpersonal skills.
PROCESS FOR EVALUATION OR ANALYSIS AND RENEWAL	1) Attendance, 2) Oral Proficiency in Spanish, 3) Oral Proficiency in English, 4) Spanish Reading Master, 5) English Reading Master, 6) Mastery of Mathematics Skills, 7) Mastery of Career-Education Skills.
ADOPTION REQUIREMENTS	General Job Skills Curriculum Guide.
FUNDING REQUIREMENTS	Project Coordinator; Two Resource Specialists; One Office Aide; School Aide.
MATERIALS AVAILABLE	Career Education Curriculum.
CONTACT PERSON	Dorothy K. Lipsky, Chief Administrator, Program Development, Division of Special Education, New York City Board of Education, 110 Livingston Street, Room 306, Brooklyn, New York 11201, (212) 596-8374.

PROGRAM	**Prescriptive Motor Training for the Severely/Profoundly and Trainably Mentally Retarded Student.**
TARGET POPULATION	Severely/Profoundly and Trainably Mentally Retarded Students, Special Education Teachers and Administrators, Teachers of Adaptive Physical Education and Aquatics.
PROGRAM DESCRIPTION	The Berks County Intermediate Unit Prescriptive Motor Training Program is adaptive to meet the developmental needs and growth processes of the Severely/Profoundly and Trainably Mentally Retarded child through an individualized program developed for and used in: the classroom, gymnasium, and water medium. In these varied environments the goals for the students include proficiency in the following areas: gross body coordination, balance and postural orientation, eye-hand coordination, eye-hand/eye-foot accuracy, enhancement of range of motion, promotion of better spacial awareness and kinesthetic sense, increased awareness of tactile senses, normalization of muscle tone and decrease in spasticity, and the development within the child of a feeling of independence and self-worth. These goals are established to reach the motoric potentials of the individual child. By achieving these specific goals, it is believed the child will better be able to reach his/her potential in the educational setting.
PROCESS FOR EVALUATION OR ANALYSIS AND RENEWAL	Base-line data is gathered on each student for initiation into the program at the appropriate level. Ongoing evaluation of student progress is monitored through a series of checklists and pre/post formal testing.
ADOPTION REQUIREMENTS	School Districts or Intermediate Units should have an interest in working with involved students in the areas of motor development. Consideration should be given to the availability of a swimming pool for those utilizing the Aquatic Therapy Component.
FUNDING REQUIREMENTS	Funding includes salary and travel costs for one full-time position and material/literature dissemination costs.
MATERIALS AVAILABLE	The program includes a multimedia presentation, the equipment needed, a booklet, leaflets, materials and evaluation instruments.
CONTACT PERSON	Dr. Albert F. Johnson, Berks County Intermediate Unit, 2900 St. Lawrence Avenue, Reading, Pennsylvania 19606, (215) 779-7111.

PROGRAM	**Philadelphia Urban Model for a Quality Educational Service System for Severely Handicapped Children.**
TARGET POPULATION	All persons who have responsibility for the education of severely and profoundly impaired students, including administrators, teachers, related services personnel, paraprofessionals and parents.
PROGRAM DESCRIPTION	This program is a comprehensive service model with the primary goal of demonstrating that appropriate, relevant, and effective educational services can be provided for all severely and profoundly handicapped students in a large urban school system. Component I has been designed to upgrade and improve (a) the individual education plans, (b) assessment procedures, (c) educational activities, (d) instructional procedures, and (e) transdisciplinary services through what is primarily an *inservice training* effort. Component II deals with the problem of *curriculum* for the severely and profoundly impaired and articulates a system for incorporating the best portions of existing curriculums into the District's classrooms for severely and profoundly impaired students. Component III is aimed at developing and refining an efficient and effective *data collection* and record keeping system for use in each classroom. Component IV addresses the problem of *integrating* severely and profoundly impaired students with their nonhandicapped peers in both school and out-of-school settings. Finally, Component V seeks to make substantial improvements in the services that District schools provide for, and in the relationships that the schools enjoy with *parents* and surrogate parents.
PROCESS FOR EVALUATION OR ANALYSIS AND RENEWAL	Each component includes specific procedures for evaluation. In addition, an evaluation of the overall educational program for severely handicapped students is conducted at least once per year.
ADOPTION REQUIREMENTS	A commitment to providing quality educational services to severely and profoundly impaired students from administrators as well as instructional personnel is crucial.
FUNDING REQUIREMENTS	Funding is necessary if additional personnel are hired to provide inservice training, however, most of the components can be implemented without a huge outlay of funds.
MATERIALS AVAILABLE	Draft copies of data manuals, curriculum manuals, and inservice checklists.
CONTACT PERSON	Dr. Cynthia Janssen, Project Administrator, Urban Model, School District of Philadelphia, 13th and Spring Garden Streets, Philadelphia, Pennsylvania 19123, (215) 351-7004.

PROGRAM	**Travel Training for the Handicapped.**
TARGET POPULATION	Students with handicapping conditions.
PROGRAM DESCRIPTION	The program trains students with handicapping conditions to travel to and from school on public transportation (rather than on contract school buses) as a result of the individualized instruction in travel skills provided by the Travel Training Program. These students are taught to travel independently from home to an educational or vocational facility and back to home/or to travel within their own community. The program meets state mandates by allowing students to function independently in the least restrictive environment and provides them with expanded educational/vocational and job placement opportunities.
PROCESS FOR EVALUATION OR ANALYSIS AND RENEWAL	Records are kept of each student's progress through the travel training sequence.
ADOPTION REQUIREMENTS	Availability of public transportation.
FUNDING REQUIREMENTS	Instructional materials, supplies, facilities and personnel.
MATERIALS AVAILABLE	Awareness Brochures, Travel Training for the Handicapped Orientation Manual Newsletter.
CONTACT PERSON	Dorothy K. Lipsky, Chief Administrator, Program Development, Division of Special Education, New York City Board of Education, 110 Livingston Street, Room 306, Brooklyn, New York 11201, (212) 596-8374.

PROGRAM	**Adaptive Physical Education.**
TARGET POPULATION	Special Education Teachers.
PROGRAM DESCRIPTION	The Adaptive Physical Education program is a teacher training program for special education teachers which has been validated by the New York State Education Department. Teachers are trained to provide physical education for pupils with handicapping conditions ranging in degree from mild to profound. The adaptive physical education lessons are designed to improve students' body image, spatial and directional orientation, balance, eye-hand coordination, left and right discrimination, and general fitness. Lessons are enhanced through the use of a variety of materials which include hula hoops, parachutes, car tires, bicycle tires, inner tubes, walking boards, balls of all kinds, bean bags, olympet kits, cartons of all sizes, balloons and many others. These materials provide motivation for the children and maximize participation to achieve success.
PROCESS FOR EVALUATION OR ANALYSIS AND RENEWAL	Student progress is assessed using a locally developed, objectives-based, motor education, pupil profile.
FUNDING REQUIREMENTS	Adaptive physical education teacher trainer.
MATERIALS AVAILABLE	Brochure; curriculum.
CONTACT PERSON	Dorothy K. Lipsky, Chief Administrator, Program Development, Division of Special Education, New York City Board of Education, 110 Livingston Street, Room 306, Brooklyn, New York 11201, (212) 596-8374.

PROGRAM	**Learning Skills Project.**
TARGET POPULATION	Learning Disabled and Physically Handicapped.
PROGRAM DESCRIPTION	The Learning Skills Project has been established with the intent of coordinating the specific educational needs for the targeted population by providing the following services in accordance with the developmental rationale: establishment of a referral procedure, outreach to the Berks County community, pre-registration advisement, modification of placement testing, diagnostic evaluation, compensatory and remediatory methodology utilization in developing and implementing Individual Student Plans. In addition to student development, there is a consultative component focusing on staff and interdisciplinary communication.
PROCESS FOR EVALUATION OR ANALYSIS AND RENEWAL	Initial assessment provided substantial evidence as to the number of students in the targeted population already enrolled in RACC. Additional statistics show the need is substantiated by the number of graduates from area high schools and participants in adult associations for the disabled. The growth percentage will be re-evaluated.
ADOPTION REQUIREMENTS	The institution's commitment to community service is based on need as evidenced by the well-established Developmental Studies Program of which this project is a component.
FUNDING REQUIREMENTS	Federal, $30,000; Non-Federal, $41,459.
MATERIALS AVAILABLE	Brochures and original grant proposals with objectives and evaluation procedures are available.
CONTACT PERSON	Darlene Valvano, Learning Disabilities Specialist, Reading Area Community College, 10 South Second Street, Reading, Pennsylvania 19603, (215) 372-4721, Ext. 250.

PROGRAM

Family Centered Resource Projects-Outreach (FCRP).

TARGET POPULATION

Those professionals who work with or teach others to work with developmentally disabled infants/preschool children and their families: Early Childhood Educators, Special Educators, Psychologists, Occupational/Physical/Speech Therapists, Nurses, Social Workers, Physicians.

PROGRAM DESCRIPTION

FCRP is a model of comprehensive service delivery to handicapped infants and young children funded by the U.S. Department of Special Education from 1975-78 as a demonstration project. The outreach effort funded since 1978 by the same agency has focused on training professionals to replicate the model in its entirety or by component at other sites in Pennsylvania and the nation. The FCRP Model consists of three components:

The Transdisciplinary Approach (TD) is a method of team functioning which is central to the model. TD takes into account that the developmentally young child has not acquired a level of functional differentiation to make completely individual assessments of cognition, speech, etc. a valid approach. Therefore, unlike multi- or interdisciplinary approaches, TD is a deliberate pooling and exchange of information, knowledge and skills, crossing traditional disciplinary boundaries. To function in TD fashion, team members: (1) share the theory and techniques of their disciplines with each other (role extension); (2) assess children simultaneously as a team (arena evaluation); (3) develop an individual program/education plan (IPP/IEP) together, with implementation by one professional, often a teacher, who is trained and supervised to apply techniques from outside his/her discipline by fellow team members (role release). The TD approach proves to be more cost-effective than other teaming approaches, is more efficient administratively and facilitates cohesiveness among team members.

Family Development Planning (FDP) is a structured bi-modal model of family intervention which combines task-centered case-work and psychodynamic principles. Theoretical foundations of FDP rest on the loss-grief cycle experienced by parents of a developmentally disabled child. The process consists of a formal family needs assessment and psychosocial evaluation which in turn forms the basis for the construction of the Family Development Plan. This is the blueprint for task-centered intervention which operationalizes needs, goals, and strategies. As the task-centered intervention is implemented, the worker employs the growing rapport and relationship with the family for psychotherapeutic benefit.

Assessment and Facilitation of Attachment-Separation-Individualization (A-S-I) is an application of Dr. Mahler's self-theory as a curricular area in infant intervention. "Viewed as a holistic developmental process, Attachment-Separation-Individualization can be thought of as a progression of interactional/reciprocal, affectional and caregiving experiences between mother and child during the first three years of life, resulting in the internalized representation of self," (Foley, 1982). This process is often disrupted in handicapped infants because they are difficult to "read" and parent. The result is that handicapped infants are also frequently in jeopardy emotionally as well as developmentally. Realizing that emotional factors are often overlooked in service delivery to the handicapped child, FCRP operationalized Dr. Mahler's concepts into an assessment scale and intervention paradigm. The A-S-I Scale is an observational assessment tool which yields a level of function in A-S-I for child and parent, identifies the presence and nature of interactional dissynchrony and profiles strengths and weakness in A-S-I. These data form the basis for an intervention plan which would employ such strategies as phasing, adaptation, elaboration, and facilitation.

PROCESS FOR EVALUATION OR ANALYSIS AND RENEWAL

Pre- and post-training needs assessments are conducted at the replicating site. These provide rich qualitative data used primarily in refining the training model to meet specific agency needs and requirements. The needs assessments also provide an index of the efficacy of training, and the degree of replication.

ADOPTION REQUIREMENTS

The agency requesting training must (1) agree to replicate one or more of the Model components at least on a pilot basis for one year; (2) designate a team to be trained in the TD approach or individual professionals in the case of the other components in accordance with FCRP criteria; (3) release the designated professionals for the basic training sequences and require at least one key administrator to attend the training; and (4) permit periodic follow-up visits by the FCRP staff and release data required for reporting and evaluation purposes.

FUNDING REQUIREMENTS

Replication sites are expected to pay travel and lodging for FCRP faculty.

MATERIALS AVAILABLE

Becoming Transdisciplinary (in progress), *Medical Perspectives on Brain Damage and Development, Attachment-Separation-Individualization Scale, Family Development Planning: A Process Manual* (in progress), *Cogniti e Observation Guide* (in progress).

CONTACT PERSON

Gilbert M. Foley, Ed.D., Director, Family Centered Resource Project, Albright College, P.O. Box 516, Reading, Pennsylvania 19603, (215) 921-2381, Ext. 236.

PROGRAM	**Career Education for Autistic Students.**
TARGET POPULATION	The target population consisted of 30 autistic adolescents ages 12 to 16, attending a comprehensive program.
PROGRAM DESCRIPTION	The program supplements the existing comprehensive program for autistic children by the inclusion of a daily 30-minute period in the vocation education center. The center is staffed by a teacher and paraprofessional who instruct groups of five students each period; they are assisted by the regular class teacher and paraprofessional, which results in 5:4 pupil-adult ratio. The classroom is designed as a sheltered workshop in which a variety of tasks may be assigned. Individualized reinforcement is applied. Tasks accomplished and behavior change are monitored daily. Not only do the participants learn specific manipulative and cognitive skills but they learn appropriate affective behaviors. Moreover, the program supports the attitude that these children are able to perform useful tasks for periods of time on a daily basis.
PROCESS FOR EVALUATION OR ANALYSIS AND RENEWAL	Selected Strands from the VORT Behavior Characteristics Progress (BCP)—(32) Attention Span, (33) Task Completion, (23) Adaptive Behaviors, (24) Impulse Control, (25) Inter-personal Relations, (26) Responsible Behaviors.
ADOPTION REQUIREMENTS	This program can be implemented within regular staffing pattern for a unit serving autistic students.
FUNDING REQUIREMENTS	1 teacher, 1 paraprofessional, equipment, travel consultant.
MATERIALS AVAILABLE	List of teacher-made activities, with descriptions, is available.
CONTACT PERSON	Dorothy Lipsky, Chief Administrator, Program Development, Division of Special Education, New York City Board of Education, 110 Livingston Street, Room 306, Brooklyn, New York 11201, (212) 596-8374.

PROGRAM	**Project OMNI: Orientation and Mobility for Needed Independence.**
TARGET POPULATION	Visually impaired, educable mentally retarded, trainable mentally retarded, severely/profoundly mentally retarded, and physically handicapped students and their teachers.
PROGRAM DESCRIPTION	As a result of a special project, IU 23 developed an approach of generic orientation and mobility instruction appropriate to exceptional children other than only the visually impaired. Teacher awareness and training materials include (a) teacher's guidebook; (b) individual student inventory; (c) individual student profile; (d) basic skills guidebook; and (e) teacher/student activity cards.
PROCESS FOR EVALUATION OR ANALYSIS AND RENEWAL	The materials and the model of instruction were field-tested with teachers and students of the specified areas.
ADOPTION REQUIREMENTS	Any exceptional student in need of orientation and mobility training.
FUNDING REQUIREMENTS	Cost of materials.
MATERIALS AVAILABLE	See Program Description.
CONTACT PERSON	Dr. J. Steven Banks, Director of Special Education, Montgomery County Intermediate Unit 23, 1605-B West Main Street, Norristown, Pennsylvania 19403.

PROGRAM	**R.E.A.D.S., Inc.—Program of the Hearing Impaired.**
TARGET POPULATION	Hearing Impaired students ages 3-22; pre-school through secondary levels, who reside in Southeast Massachusetts.
PROGRAM DESCRIPTION	R.E.A.D.S., Inc., Program of the Hearing Impaired provides a comprehensive public school program for 75 students aged 3-22. A total communication approach, utilizing American Sign Language, signed English, speech lipreading, auditory training is used to the benefit of the individual student's educational and personal growth. Students at all levels are mainstreamed according to their individual abilities. Self-contained classroom instruction is available for all students. A full staff of teachers of the deaf, teacher aides, interpreters, speech therapist, counselor, communication specialist and coordinator provide services in ten classes. On the secondary level, there are three components: a regular academic program; a vocational-technical program; and a Special Needs substantially separate shop program.
PROCESS FOR EVALUATION OR ANALYSIS AND RENEWAL	Student progress is evaluated annually through a formal testing program. Staff evaluations are also completed yearly.
ADOPTION REQUIREMENTS	A commitment to a Program of the Hearing Impaired on the part of the local Special Education Administrators and Superintendents,
FUNDING REQUIREMENTS	Funding is based upon a tuition rate paid by the sending communities.
MATERIALS AVAILABLE	Program Description and Staff Handbook.
CONTACT PERSON	Kathleen M. Vesey, Coordinator, Program of the Hearing Impaired, Regional Educational Assessment, and Diagnostic Services, Lakeville Hospital, Lakeville, Massachusetts 02346, (617) 947-3634.

PROGRAM	**Developmental Day Care Program: Professional Transdisciplinary Staff Approach.**
TARGET POPULATION	Severe and profoundly mentally handicapped, ages 3 through 21.
PROGRAM DESCRIPTION	The Developmental Day Care Program provides services for students who are identified as having severe and profound disabilities attributable to mental retardation. The major objectives of the Developmental Day Care Program are to emphasize the students' abilities and to provide opportunities for them to maximize their potential—physically, emotionally, and intellectually. The basic curriculum objectives of the Program are: **The Physical Motor Development Program** uses slides, parallel bars, swings, climbing chairs, tricycles and other equipment to help students acquire mobility and coordination. **Self-Help Skills**—many students in the Program are not able to perform ordinary routine activities of daily living such as dressing, toileting, body hygiene and feeding. The daily program centers around these self-help skills to ensure that students may use these skills both at home and at school. **Sensory and Perceptual Motor Skills**—most multi-handicapped individuals experience some intellectual, sensory and motor loss. Students are given many experiences which involve visual, tactile (touching), and auditory stimulation (music, colored lights, mobiles, chimes, pillows). Students are trained for pre-reading lessons with materials such as puzzles, pegs, stacking disks. **Language Development**—it is important to recognize that language plays an important part in the process of learning and development. Generally, language and communication development is greatly disrupted in individuals with multiple handicaps. The aim of this program is to teach students how to make their needs and wants known using appropriate standardized language, hand gestures, and signals where students have the ability to do so. **Social Responses**—since many multi-handicapped students have some degree of abnormal psychological behavior, the program is designed to develop and change the individual's social responses to the environment. Behavior modification techniques, using positive reinforcement, are used to shape student behavior. These methods make it possible to train many students to respond to simple commands (Stand up!), to develop better self-help skills (such as swallowing), to have success in toileting, and most importantly, to eliminate negative behaviors such as screaming, hitting, or self-abusive actions. Students who need support services receive physical therapy, occupational therapy, language stimulation, adapted physical education, visual and auditory training, and social services, as prescribed in their Individual Educational Plans. Educational workshops are frequently held for parents. The workshops serve to encourage parents to meet for support and discussions, to answer questions, and to train parents in techniques to use at home.

PROCESS FOR EVALUATION OR ANALYSIS AND RENEWAL

The Massachusetts Department of Education Bureau of Special Education conducts an annual Program Approval Audit evaluating teacher and staff certifications, students' progress and IEPs, documentation and records, physical facilities inspection certificates, etc. This is followed up by an on-site visitation by a team.

ADOPTION REQUIREMENTS

Please contact the person listed below for information.

FUNDING REQUIREMENTS

Funded by LEA of City of Boston with State of Massachusetts partial reimbursement via State Chapter 766 requirements.

MATERIALS AVAILABLE

Please contact the person listed below for information.

CONTACT PERSON

Roger D. Mazur, Director, Carter School, 396 Northampton Street, Boston, Massachusetts 02118, (617) 267-6881.

Program Evaluation

PROGRAM	**Internal Program Audit.**
TARGET POPULATION	General and special education supervisory and administrative personnel.
PROGRAM DESCRIPTION	A system of internal audit designed to involve administration and supervisory personnel from other departments within an educational organization and staff members from the program/service selected for audit in a comprehensive and objective program evaluation. Composition of the Audit Team brings to the process the information and skills of persons at administrative and service level operations permitting evaluation by persons not directly involved with the program as well as persons with a daily working knowledge of the program. The project material includes an *Audit Process Manual* and *Internal Audit Questionnaire Manual.* The *Internal Audit Questionnaire Manual* includes five components: Program, Supervision and Administration, Instruction, Physical Plant, and Curriculum. The *Audit Process Manual* provides a comprehensive description of the procedures for the Audit including: Preparation for the Audit, Audit team selection and composition, Audit team responsibilities, conducting the interviews, management and tabulation of questionnaire results, writing the final report.
PROCESS FOR EVALUATION OR ANALYSIS AND RENEWAL	The Audit process lends itself well to field testing. The program is flexible and can be easily adapted to a variety of educational settings. Procedures for continual updating based on program needs is built into this Audit process.
ADOPTION REQUIREMENTS	A commitment to the value of program evaluation, specifically evaluation of a program by persons with a daily working knowledge of the program as well as persons not directly involved with the program.
FUNDING REQUIREMENTS	Funding includes substitute pay for instructional personnel selected to be Audit team members and costs for duplicating the manuals.
MATERIALS AVAILABLE	*Audit Process Manual; Internal Audit Questionnaire Manual.*
CONTACT PERSON	Patricia H. Querry, Capital Area Intermediate Unit, 2929 Gettysburg Road, Camp Hill, Pennsylvania 17011, (717) 737-6728.

PROGRAM	**Special Education Program Evaluation: A Management Tool.**
TARGET POPULATION	Special education administrators, special education teachers and/or those responsible for evaluation of special education programs.
PROGRAM DESCRIPTION	Under the Commonwealth of Massachusetts' regulations in special education, each school district is required to evaluate its special education programs annually. The purpose of the Special Education Program Evaluation is to offer the administrator a structured process for the analysis of programs within the school district. This prepared Commonwealth's management tool provides an evaluation process every third year with follow-up for implementation during the other two years. As a management tool, it has the potential to effect change within an organizational structure by using a variety of support systems (parents, students, regular and special education teachers and school administrators).
PROCESS FOR EVALUATION OR ANALYSIS AND RENEWAL	Cyclical process: (a) Evaluation, every third year; (b) Follow-up and implementation of findings, second and third year.
ADOPTION REQUIREMENTS	Instruction Manual provided by the Commonwealth of Massachusetts; Evaluation Coordinator, in most cases, the Administrator of Special Education; A firm commitment to examine the special education delivery system.
FUNDING REQUIREMENTS	Use of existing personnel, secretarial time. Funds for duplicating and mailing surveys from the Commonwealth.
MATERIALS AVAILABLE	Easy-to-read manual with instructions and survey instruments.
CONTACT PERSON	Dr. Samuel E. Toto, Administrator of Special Education, Weston Public Schools, 89 Wellesley Street, Weston, Massachusetts 02193, (617) 899-0620, or Priscilla Owen McPhee, Inservice Training Coordinator, Department of Education, Division of Special Education, 1385 Hancock Street, Quincy, Massachusetts 02169, (617) 770-7489.

PROGRAM	**Special Education Program Evaluation: A Management Tool.**
TARGET POPULATION	Special education administrators in both public and private school; general education administrators, including principals, superintendents and directors.
PROGRAM DESCRIPTION	This program provides administrators with a viable and efficient mechanism for the "quality aspects" of special education services provided or contracted. The concern of administrators for time constraints, manageability, and burden of reporting have all been taken into consideration. The model is goal-based and can be adapted, modified, or expanded to address areas of local or particular concern. Strategies for obtaining data from various respondents have been used with much success. This model has produced good results when used to evaluate the total education program of a private, special education school and when used to evaluate public special education programs. The headmaster was trained in the use of the model, trained other administrators in its use, and field tested it successfully in a private, special needs school.
PROCESS FOR EVALUATION OR ANALYSIS AND RENEWAL	The model is planned for a three-year cycle. A longitudinal approach to analysis may be used the first year as base-line data is established. In these cases where educators wish to make statistical comparisons for student growth from year to year, procedures are suggested.
ADOPTION REQUIREMENTS	A firm commitment to the value of program evaluation is essential. The model can be instituted under the leadership of an internal administrator. An external evaluator could be employed.
FUNDING REQUIREMENTS	Funding requirements include time for administrative leadership, clerical support, and some miscellaneous expenses.
MATERIALS AVAILABLE	Detailed handbook for use of the model is available from the regional offices of the Massachusetts State Department of Education.
CONTACT PERSON	Carl W. Mores, Headmaster, Riverview School, East Sandwich, Massachusetts 02537, (617) 888-0489.

PROGRAM	**Special Education Program Evaluation: A Management Tool.**
TARGET POPULATION	Special Education Administration/Program Coordinators.
PROGRAM DESCRIPTION	Using the materials developed for the Massachusetts Department of Education, a special education administrator can conduct a useful program evaluation which is designed to have an impact on decision making for program improvement. The material provides a rationale for conducting an evaluation. Goals, objectives and evaluation questions are provided to complete a process evaluation based on state special education regulations and a product evaluation based on Board of Education Goals for all students. All instruments are provided to survey consumers, (students and parents) and providers (teachers and related staff) and to evaluate documentation. Once the information is collected, strategies for data analysis and reporting are included.
PROCESS FOR EVALUATION OR ANALYSIS AND RENEWAL	The Program Evaluation is intended to be conducted on a three-year cycle with evaluation, leading to decision-making and followed by action and then re-evaluation.
ADOPTION REQUIREMENTS	The evaluation can be conducted by following the manual. One- or two-day training programs have been developed for the department and are very useful in overcoming anxieties about the evaluation materials.
FUNDING REQUIREMENTS	The evaluation can be conducted using existing personnel by re-allocating time of the administrator and clerical staff.
MATERIALS AVAILABLE	The manual, 1981, *Special Education Program Evaluation: A Management Tool* is available from the Massachusetts Department of Education.
CONTACT PERSON	Deborah K. Nowers, Special Education Coordinator, Tantasqua and Union 61 School Districts, Brookfield Road, Sturbridge, Massachusetts 01566, (617) 347-3560.

PROGRAM	**Special Education Program Evaluation: A Management Tool.**
TARGET POPULATION	Special Education Administrators and/or those responsible for evaluation of special education programs.
PROGRAM DESCRIPTION	The purpose of the Special Education Program Evaluation is to provide a workable and easily usable model for evaluating special education programs. Such an annual evaluation is required by regulation in the Commonwealth of Massachusetts. It provides an evaluation process every three years with follow-up during the intervening two years. As a management tool it provides a developed, ready-to-use instrument specifically designed for use in special education.
PROCESS FOR EVALUATION OR ANALYSIS AND RENEWAL	Evaluation conducted every third year. Follow-up and implementation of findings during second and third year.
ADOPTION REQUIREMENTS	Instruction Manual; Evaluation Coordinator, usually the Administrator of Special Education.
FUNDING REQUIREMENTS	Use of personnel already in place. Realignment of duties for a short period of time. Funds required for duplicating and mailing surveys.
MATERIALS AVAILABLE	Manual containing instructions and survey instruments.
CONTACT PERSON	Priscilla Owen McPhee, Department of Education, Division of Special Education, 1385 Hancock Street, Quincy, Massachusetts 02169, (617) 770-7300.